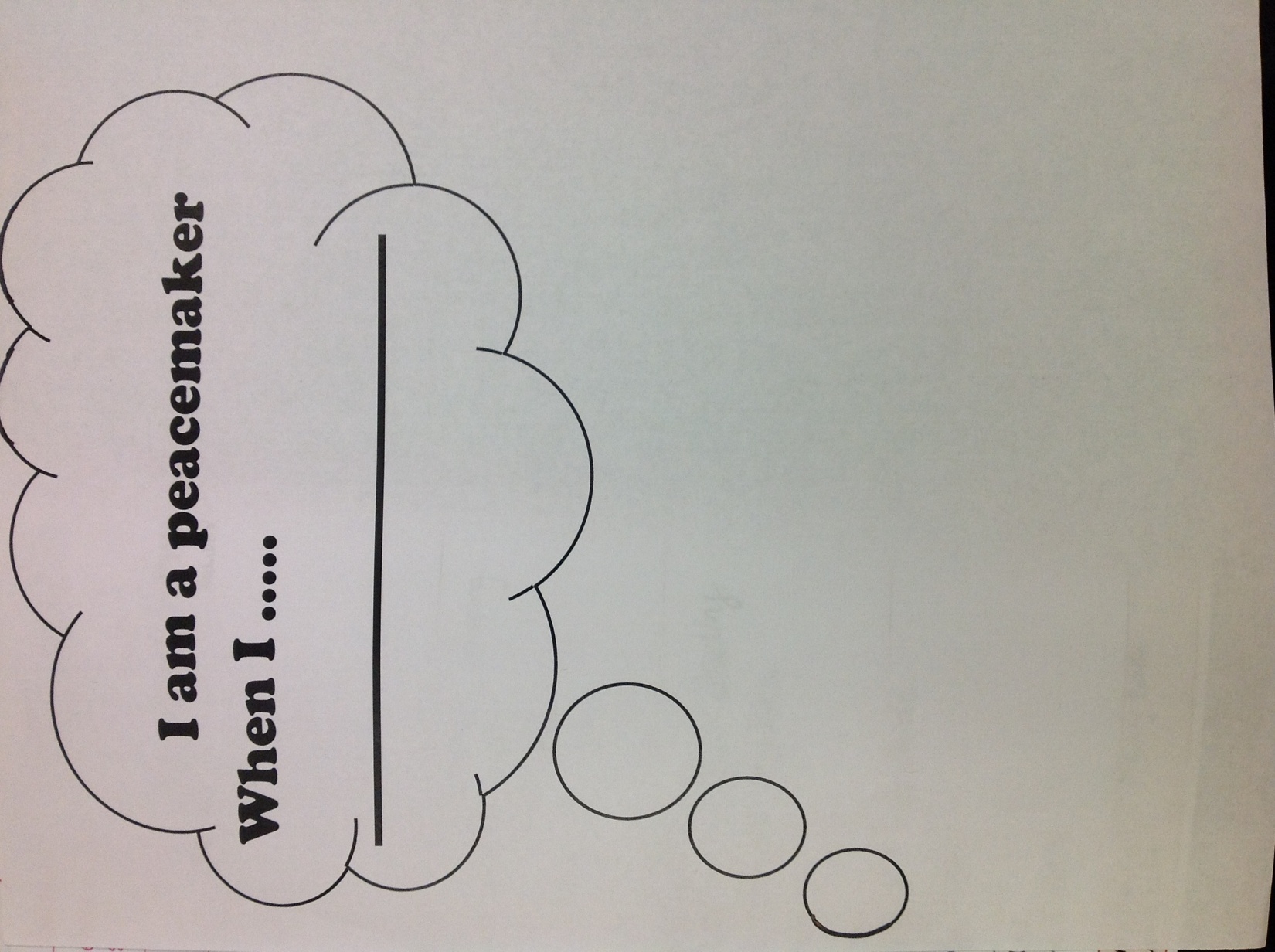
**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: August 29 – Day 3 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Creating a Song About Rules** | | |
| **Essential Question(s): Why is it important for good readers, writers, and listeners to remember the important details when retelling a story, poem, or informational text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **~Marshmallow Toes – poem and frame**  **~ Miss Nelson is Missing, by James Marshall**  **~No David, by David Shannon**  [**../Marshmallow-Toes-poetry-activity.pdf**](../Marshmallow-Toes-poetry-activity.pdf)  **(See below for David materials)** | | | | **Poetry**  **Rulebreaker**  **Rulemaker**  **Peacebreaker** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL. 1.2; RL.1.10; W.1.1 SL.1.1; L.1.1; RI 1.1**  **I Can Statement(s):I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan:**  **.**  **Activator: Write this sentence on chart paper or a sentence strip: When the cat’s away, the mice will play. Read aloud Miss Nelson is Missing. Have children identify ways this story explains the statement. List rules broken on a T chart paper. Leave second column for corresponding correct rule.**  **Continue reading No David. Add to rules broken chart. Then create David rulebreaker/maker anchor charts.**  **Discuss why it is important to be quiet in the class and in school.**  **Explain the activity “Marshmallow Toes.” Have students chant and verbally fill in the missing words for the rhyme.**  **For centers: Draw a David. (What shapes do you use to make David?)**  **~ Have 2 anchor charts – Peacemakers are people who…**  **Peacebreakers are people who… Student activity will be to finish a sentence frame of how they will be a peacemaker and add it to a wall David cut out.**    **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Writing**  **Standards: W. 1.1; L. 1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Have students fill in the words on the rhyme frame for Marshmallow Toes.**  **On chart paper, write a “RULES” song.**  **Also see Speaking and Listening.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards: L.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Model vocabulary by using words in sentences. Provide students with sentences or definitions and have them identify the corresponding word from a word bank.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: L. 1.1; SL.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Have the students give input to write corresponding rules for the rules broken on the chart used previously with the story Miss Nelson is Missing.**  **Using these come up with a class song that the students can either chant or sing. Record on chart paper. Set to music of a familiar song.**  **Also see WRITING** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I’m Gonna Do What’s Right and Rules of the Classroom.** | | | | |
| **Closing/Summarizing Strategy** | **Ask students: 1. How can I be a good citizen? (I can be a good citizen by volunteering, following the rules, and helping others.) 2. What is one right that you have? (One right that I have is freedom of speech.) 3. How can you show respect for others. (I can show respect by treating others well.)** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Create playground rules. Write a list of proper behavior and rules to keep children safe on the playground.** | | **Look through magazines to find examples of people following rules. Cut out and write a caption.** | | | **Find magazine pictures of people following rules. Make a collage.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use David frames to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*



Model how to draw the David character for the students. Remember to emphasize the use of shapes.

